

San José State University – Fall 2013  
ENGL 1B: Composition 2 (GE C3) Section 15  
M/W 10:30-11:45am at DMH 354  
Prerequisite: ENGL 1A (C or better) or approved equivalent

Instructor: Priya Banwait  
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Office Hours: M 12:00-1:00pm and by appointment  
Email: priya.banwait@sjsu.edu (best way to reach me)

### **Class Website and Frequent Emails**

For this course, we'll use Canvas to access copies of the course materials such as the syllabus, assignment sheets, and handouts. We will also use Canvas to turn in all major out-of-class essays and typed homework assignments. You are responsible for regularly checking Canvas and your emails for assignments and announcements.

### **Course Description**

English 1B is the second course in SJSU's two-semester lower-division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students' understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

### **Course Goals and Student Learning Objectives**

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.
- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### **Student Learning Objectives:**

SLO 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.

SLO 2: Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.

SLO 3: Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.

SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

### **Information available online**

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

### **Required Texts/Readings**

#### **Textbook**

Colombo, Gary, Robert Cullen, and Bonnie Lisle. *Rereading America*. 9<sup>th</sup> edition. Boston: Bedford / St. Martin's, 2013. ISBN: 978-1-4576-0671-7.

#### **Other Readings**

Handouts, excerpts, and articles will be posted on Canvas and/or given in class. Recommended University Handbook: Andrea Lunsford's *The Everyday Writer* with exercises, 5<sup>th</sup> edition. Boston: Bedford / St. Martin's, 2013. You should all receive it as an eBook.

#### **Other equipment / material requirements**

Regular access to internet (if it's bad in the dorms, go to Clark or the library); you may need a device to take photos, video, and/or audio recordings (your smart phone or laptop should be enough in most cases; also see Student Technology Resources below). If possible, bring your

laptop or other device every day for writing up assignments and accessing your journal entries. If this is not possible, you may hand-write in-class assignments and bring notes about or print out your journal entries.

**Writing:** In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay. Each of these demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a *minimum* of 8000 words and this word requirement will be met by writing a sequence of six essays. Almost all of your essays will require research. This 8000-word minimum includes any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors.

**Reading:** The reading you will do in English 1B will include useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings you do in English 1B will be devoted to analytical, critical, and argumentative essays. However, other readings will include poetry, fiction, and drama.

**Research:** English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively, as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

### **Library Liaison for English courses**

Paul Kauppila, Dr. Martin Luther King Jr. Library

Email: [Paul.Kauppila@sjsu.edu](mailto:Paul.Kauppila@sjsu.edu)

### **Classroom Protocol**

- Arrive to class everyday on time and with all of the homework and reading completed. Expect to be quizzed on the readings.
- Be respectful of your peers' opinions during discussion and give thoughtful responses and feedback, whether it's verbal or written.
- Do not use technology for social media or entertainment purposes during class time. However, you may use your phone and/or laptop to look up sources and facts on the internet, take notes, and write in-class essays.

### **Assignments and Grading Policy**

**Grading:** A-F.

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	59-0
A	93-96	B	83-86	C	73-76	D	66-63		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

<b>Assignment</b>	<b>Description</b>	<b>SLO</b>	<b>Total: 1000</b>
Writing Sample (In-class)	not graded; 600 words	1	10
Essay 1	1200 words; linked to 1 <sup>st</sup> chapter of readings	1 – 5	100
Essay 2	1500 words; linked to 2 <sup>nd</sup> chapter	1 – 5	100
Essay 3	1500 words; linked to 3 <sup>rd</sup> chapter	1 – 5	100
Proposal & Annotated Bibliography	1-2 page proposal for your research project, accompanied by at least 10 sources pertaining to your research topic – class readings don't count – that are correctly cited with a brief description of each source	3, 4	10
Research Project	2000 words; this project has written and digital/visual requirements (here you will need a camera or recorder), and is linked to Ch 6 – freedom of speech and censure	1 – 6	200
Conferences (4+)	You are required to meet with me (online or off) at least 4 times during the semester.	1	20
Writing Partners (3+)	Over the semester, we'll be corresponding with a class from Anne Darling Elementary School.	1, 4, 5	15
Lead a Discussion	Sign up at the beginning of the semester to lead the class discussion on one of our readings for 10 minutes. Come prepared with questions, comments, connections, or an activity. Goal: engage your peers.	1, 2, 4	15
Revision Workshops (3)	Students will critically read the work of their peers and provide content-based suggestions & questions.	1, 2, 5	24
Class Debate	Everyone is required to participate.	1 – 5	16
Journals (18)	1 page responses to reading assignments, due on Canvas by listed date. Full points if you connect your response to an external source. All journals must have a thesis of some kind, clarity in expression, and depth in ideas/reflection.	2, 4	90
Participation	Contribute meaningfully to class discussions and revision workshops. Complete in-class handouts, quizzes, and other assignments.	1 – 6	200
Final Reflection Paper	The final paper is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future as a writer.  1200-1400 words	1, 2, 4, 5	100

### **Earning an A on an Essay:**

Each major essay will have a special challenge prompt that you must complete if you want to earn an A. To be clear: Completing the challenge does not guarantee an A, it only makes you *eligible* for an A. These challenges will pertain to improving your skills in reading, grammar/conventions, critical thinking, research, and writing. Example prompts include:

- Complete the essay with perfect grammar (0-2 mistakes)
- Among the external sources cited in your paper, incorporate evidence from 4 different genres of the following: a book, journal article, YouTube video, image, video game, poem, play, TV show, movie, chart or graph
- Strengthen your argument with valid forms of pathos, logos, and ethos appeals; highlight your attempts in yellow
- Use 15-20 GRE words *properly* in your essay
- Support your argument with a current (i.e. within the last five months) local, national, or international news story

### **Extra Credit:**

You may receive a total of 20 points by writing a critique of a popular culture item (book, movie, TV show, game, song, etc.) which analyzes how the item reveals social views of gender/sexuality, economics/class, and/or ethnicity/subcultures. You must also evaluate whether the item supports or opposes the social view it presents. There is no word count for this assignment; the critique should be long enough to get your message across effectively, but no longer. This extra credit assignment is due by the last day of class. You are encouraged to discuss your ideas with me or show me a draft before turning in the final. *You can only turn in this assignment once.*

### **Second Chance:**

You have the option to rewrite ONE essay for which you've received a poor grade – that is, a C (76) or lower. This is a chance to write for the same exact prompt over again. If you decide to take this option, you must make an appointment with me so we can go over what you need to improve in your essay. Give me a copy of the original essay at least one day before the appointment so I can prepare notes and feedback for you. The Second Chance essay is due a month after the original essay deadline.

### **Conferences/Office Hours:**

I will be in my office on Mondays directly after class for one hour, but otherwise you need to let me know in person or by email (with enough time for me to respond) if you want to see me about something. I'm flexible about meeting on campus or we could chat through Canvas or by email.

*You are required to physically visit my office once during the first 3 weeks of the semester (make an appointment!).* Additionally, you must talk to me online or in my office about 2 of the essays, the research project, the second chance option, and the cultural critique (if you choose to do one). Come prepared with questions, ideas, any writing you've done.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring, the Writing Center also offers workshops every semester. To make an appointment or to refer to online resources, visit <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## **SJSU Peer Connections**

Peer Connections provides course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on topics including preparing for the Writing Skills Test (WST), improving your learning and memory, and alleviating procrastination. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## Course Schedule

*Schedule is subject to change with fair notice in class and through Canvas.*

**RA:** *Rereading America*      **C:** available on Canvas

<b>Date</b>	<b>Reading Due</b>	<b>Tasks/Writing Due</b>	<b>In Class</b>
W 8/21	RR: Introduction (1-15)	Writing Process Survey (C). Review the first 5 chapters of <i>Rereading America</i> and decide which 3 you would prefer to read; Ch 6 (Land of Freedom) is required.	Ice Breaker, Canvas, Textbook, Syllabus, Expectations. Decide on <i>Rereading America</i> chapters for the semester as a group.
M 8/26	C: "Shitty First Drafts" by Ann Lamott  RR: Ch 2 Intro; Horace Mann Report 1848; Moore "Idiot Nation"	Bring laptop or greenbook	Writing Sample. Sign up for Lead Discussion position before you leave.
W 8/28	RR: Delbanco "College at Risk"; Hernandez-Avila "Para Teresa"	Journal 1	"Listening for Understanding" handout  Analyzing Written Arguments: Close Reading Marxism 1
M 9/2	Labor Day – No Class		
W 9/4	RR: Visual Portfolio; Gatto "Against School"; Rose "I Just Wanna be Average"	Journal 2	Analyzing Visual Arguments: Close Reading Marxism 2
M 9/9	RR: Anyon " <i>From Social Class and the Hidden Curriculum of Work</i> "; Malcolm X "Learning to Read"	Journal 3	Meet at computer lab in SH 229  Summarizing, Paraphrasing, Direct Quotations Formatting Citations
W 9/11	None	Essay 1 due	Meet at computer lab in SH 229. Introduce Essay 2.  Paragraph Development and Smooth Transitions;

<b>Date</b>	<b>Reading Due</b>	<b>Tasks/Writing Due</b>	<b>In Class</b>
			Synthesizing Sources Exercise
M 9/16	RR: Ch 4 intro; Tocqueville “How the Americans Understand the Equality of the Sexes”; Kincaid “Girl”	Journal 4	Feminism and Gender Theories: Historical Context Watch: Sojourner Truth’s “Ain’t I a Woman?” Watch: How to be Persuasive (1)
W 9/18	RR: Devor “Becoming Members of Society”	Journal 5	Feminist and Gender Theories: How it plays out today Watch: Poetry Slam video and Feminist Frequency Watch: How to be Persuasive (2)
M 9/23	RR: McGowan “Weeping for the Lost Matriarchy”; Visual Portfolio	Journal 6	Watch: How to be Persuasive (3). Compare to Wiki-How
W 9/25	RR: Kilbourne “Two Ways a Woman can get Hurt”	Journal 7	Forbes: 21 principles of persuasion
M 9/30	RR: Orenstein “Just Between You, Me, and my 622 BFFS”	Journal 8	Analyzing Implicit Arguments Watch: Body Language (TED Talk)
W 10/2	RR: Kimmel “Bros Before Hos”; Rosin “The End of Men”	Journal 9	RHCP: Class Debate
M 10/7	RR: Green “S/He”; Chiplock “Speaking Out: Kevin Downs”	Journal 10	LGBT Theory and Current Events, Music, Movement
W 10/9	None	Essay 2 due	Introduce Essay 3
M 10/14	RR: Ch 5 intro; Parrillo “Causes of Prejudice”	Journal 11	Meet at the library for a research tutorial session

<b>Date</b>	<b>Reading Due</b>	<b>Tasks/Writing Due</b>	<b>In Class</b>
W 10/16	RR: Shih “Chyna and Me”; Harris and Carbado “Loot or Find: Fact or Frame?”	Journal 12	Watch: Selected Ads Cultural and Race Theories; Historical Context
M 10/21	RR: Visual Portfolio; Frederickson “Models of American Ethnic Relations”; Treuer “ <i>From The Rez Life</i> ”	Journal 13	Read Native American folk tales, (non)fiction excerpt, Sherman Alexie’s “How to Write the Great American Indian Novel”; discuss the historical and current facts
W 10/23	RR: Buchanan “Deconstructing America”; Martinez “The Crossing”	Journal 14	Deconstruction
M 10/28	Everyday Writer handbook: recommended sections	Draft of Essay 3 due	Informal Cultural Potluck Revision Workshop
W 10/30	Everyday Writer handbook: recommended sections		Revision Workshop
M 11/4	None	Essay 3 due	Head to 5 <sup>th</sup> floor of library for a tour of Special Collections
W 11/6	RR: Ch 6 intro; The Declaration of Independence, Preamble to the Constitution, and the Bill of Rights; Wolf “Freedom is Intended as a Challenge”	Journal 15	Historical and Political Context: What is America founded on?
M 11/11	Veteran’s Day – No Class		
W 11/13	RR: Williams “Defying the PC Police”	Proposal and Annotated Bibliography	Historical and Political Context: What values do we stand for, and which do we actually follow?
M 11/18	RR: Mangu-Ward “The War on Negativity”; Herman “ <i>From Taking Liberties: The War on Terror and the Erosion of</i>	Journal 16	Historical and Political Context Cont.: Patriot Act and How Terrorism has Affected the U.S.

<b>Date</b>	<b>Reading Due</b>	<b>Tasks/Writing Due</b>	<b>In Class</b>
	American Democracy”		
W 11/20	RR: Visual Portfolio; Andrews “George Orwell...Meet Mark Zuckerberg”	Journal 17	Censorship in Speech: Read it and Discuss
M 11/25	RR: Bales and Soodalter “Slavery in the Land of the Free”; Liu and Hanauer “Great Citizenship”	Journal 18	Censorship in Speech: Watch it and Discuss
W 11/27	Everyday Writer handbook: recommended sections	Research Draft due	Revision Workshop
M 12/2	None	Work on Research Project	Job Prep: Wanted Ads, Cover letters, Letters of Inquiry, Grant letters
W 12/4	None	Work on Research Project	Job Prep: Personal Statements, Resumes, Portfolios, Interviews
M 12/9	None	Research Project Due	Introduce Reflection Final
M 12/16	Reflection Final due on Canvas by 11:59pm		
Tuesday 12/17	Culminating Experience with Writing Partners 9:45AM – 12:00PM		